Michigan EMT-S Bridge Course
Required Topics/Hours

SECTION	TOPIC	LEC	LAB	TOTAL	RATIONALE
Preparatory	EMS Systems	0.5	0	0.5	Expansion of skill set protocols and medical direction increase
	Research	0.5	0	0.5	New content area. Brief overview to explain purpose & process
	Workforce Safety and Wellness	0.5	0.5	1.0	Potential for increased exposure with nebs, syringes. Lab would include assembly & disposal of syringes
	Documentation	0.5	0.5	1.0	ePCR's review, documentation (response to medication) refusal after intervention (D-50, naloxone)
Pathophysiology	Pathophysiology, A&P	5	3	8.0	Ground work for understanding pharmokinetics/dynamics. Examples of lab activities: pig plux, computer enhanced physiologic & pathophysiologic animation
Public Health	Public Health	0.5	0	0.5	With expanded role potential for more involvement (flu shots)
Pharmacology	Principles of Pharmacology Emergency Medications	5 5	0 1	11.0	Foundational information for understanding medications New information, exposure to packaging
	Medication Administration	3	4	7.0	Dosage calculation, drawing up meds and administration. New skill/knowledge set
Airway Management, Respiration and Artificial Ventilation	Airway Management, Respiration and Artificial Ventilation	2	2	4.0	BIAD's and mechanical ventilators new content. Enhanced breadth and depth of physiology and pathophysiology
Medicine	Immunology	0.5	0.5	1.0	Important review content and new content on anaphylaxis
	Endocrine Disorders	1	1.5	2.5	New treatment knowledge/skill for diabetics
	Toxicology	2	1	3.0	New treatment knowledge/skill for overdoses
	Respiratory	2	2	4.0	New treatment knowledge/skill for COPD, asthma, bronchitis
	Hematology	1	0	1.0	Enhanced breadth and depth content area. Pain management with nitrous oxide
	Genitourinary/Renal	1	0	1.0	Enhanced breadth and depth content area. Pain management with nitrous oxide
	Cardiovascular	1	1	2.0	New treatment knowledge/skill for ACS
Shock and Shock Resuscitation	Shock and Shock Resuscitation	1	0	1.0	New content area for post-resuscitation care

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Trauma	Trauma Overview	0.5	0	0.5	New content area on trauma systems and destination triage
Special Patient Populations	Patients with Special Challenges	1.5	1	2.5	New content area includes empathy exercises
	TOTAL	**34**	**18**	**52.0**	

CLINICAL ROTATIONS – The following goals must be successfully accomplished within the context of the learning environment. Clinical experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course. The following psychomotor skills and pathologies may be performed on medium/high fidelity patient simulators (e.g. SimMan®) or human patients in a clinical setting. Clinical setting examples are: paramedic level EMS, In-hospital, Urgent Care.

These recommendations are based on survey data from Paramedic Program Directors and expert opinion. Programs are encouraged to adjust these recommendations based on thorough program evaluation. For example, if the program finds that graduates perform poorly in I.V. initiation skills, they should increase the number of I.V. initiation opportunities required for graduation and monitor the results. The Educational Program must provide the opportunity in a simulation lab or clinical setting for the student to achieve these essential skills.

NOTE: The Education Program's Physician Medical Director or the Medical Control Authority's Physician Medical Director may sign-off on the psychomotor skills and pathologies if the student has performed them in previous, documented, clinical experiences.

Psychomotor skills

The student must successfully administer medications at least 15 times to patients.

The student must successfully perform BIAD insertion on at least 5 patients.

The student must successfully gain venous access at least 25 times on patients.

Pathologies

The student must perform a comprehensive assessment, formulate and implement a treatment plan for patients with dyspnea/respiratory distress on at least 20 patients.

The student must perform a comprehensive assessment, formulate and implement a treatment plan for patients with syncope on at least 10 patients.

The student must perform a comprehensive assessment, formulate and implement a treatment plan for patients with altered mental status on at least 20 patients.